



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Chief Academic Officer

Summer 2010

Social Studies

Summer Learning

Packet

Grades K-2

Introduction

The student activities in this packet are designed to reinforce major social studies concepts and skills, while also being fun and interesting. Please note that these elementary-level activities will require parent/family supervision or assistance.

This packet has been adapted from Miami-Dade County Public Schools,
<http://www.dadeschools.net/winterBreak/default.asp>

Activities

- Have your child create an **historical timeline** of each day of summer vacation. Your child can draw a small picture representing something he or she did on each day of summer vacation, cut these out, and paste them onto a timeline identifying each picture by date.
- More Americans are becoming environmentally sensitive and “thinking green.” Talk to your child about the environment and discuss how every single person is able to help (e.g., recycle, conserve water, and conserve energy). After the discussion, ask your child to draw a **picture** that represents some of the ideas you discussed.
- Show your child a picture of the flag of the District of Columbia and a picture or a replica of the flag of the United States of America. Discuss what the pictures or symbols represent on these flags. After talking about the flags, ask your child to create a **flag for summer vacation** that represents, through pictures or symbols, the celebrations, activities, and family events that take place during this time of year.
- Discuss how family and community members cooperate with each other to help improve each other’s lives. After having this discussion, ask your child to make a **list** of five things he/she will do over the summer vacation to help others in your family and/or community.
- Pretend that you and your child are planning an **imaginary holiday trip** within the United States. Discuss ten things you would like to do and ten places you would like to visit on your trip. Select several of the places you would like to go, or things you would like to do, and then locate them on a map. For example, to visit the Empire State Building you would have to be in New York City, but to go snowboarding, there are many locations where this activity could take place. Identify the locations on a map. The Internet may be useful in completing this activity.

- Depending on your child’s interests and level of understanding, talk about what types of things you, from an adult’s perspective, want President Obama to address as President of the United States. Then ask your child to make a **list** of things that she wants President Obama to accomplish.
- Take your child on a **“field trip”** to a public place during summer vacation. Ask your child, “What kinds of jobs do you see here?” Make sure you point out jobs that your child may not have noticed. Upon returning home, ask your child to list as many jobs as she/he can remember from the “field trip.”
- Review current news coverage (newspaper or television) with your child over a period of several days. Ask your child to look for someone in the news he or she would consider to be a **real-life hero**. Once a person has been identified, ask your child to write a brief paragraph about why he or she selected this person as a hero.